



Idaho State  
University



**Handouts**

[bit.ly/kidder2019](https://bit.ly/kidder2019)



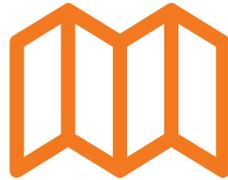
# Adding the Student Perspective

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QM Connect 2019

**ROAR**



**Explore the creation of adding a student perspective to an internal quality assurance process.**



**Describe the impact of feedback from the student perspective.**



**Discuss ways to improve training students on certain Specific Review Standards.**

# Synopsis



3-5 Student Workers

18 Specific Review Standards

Combined into a Report



# Brief Background



## Long Purposeful Road

"road to Monument Valley, Utah" by paraflyer is licensed under CC BY 2.0



# QM Committee Recommendations

1. Online Student Experience
2. Objectives & Alignment
3. Manageable Pieces
4. Recommended Professional Development (APPQMR)
5. Additional Professional Development
6. ISU Internal Review Process
7. Actual Student Perspective
8. QM Official Reviews
9. Incentives
10. Examples

**Quality+  
Program**

(2012)



# Selecting Standards



## Which Standards?

Summer 2016

Summer 2017

# General Standard 1 & 7

## 'Policies'

“...from a student  
perspective...”



## Which Standards?

2017-Present

- July 2017: 6<sup>th</sup> Edition
- Quality+ Program

# Essential Standards

What do we want for  
“Course Policies”?

What perspective can  
the students bring?

Are we addressing the  
SRS elsewhere?



## QM Rubric: 5<sup>th</sup> Edition 2016-2017

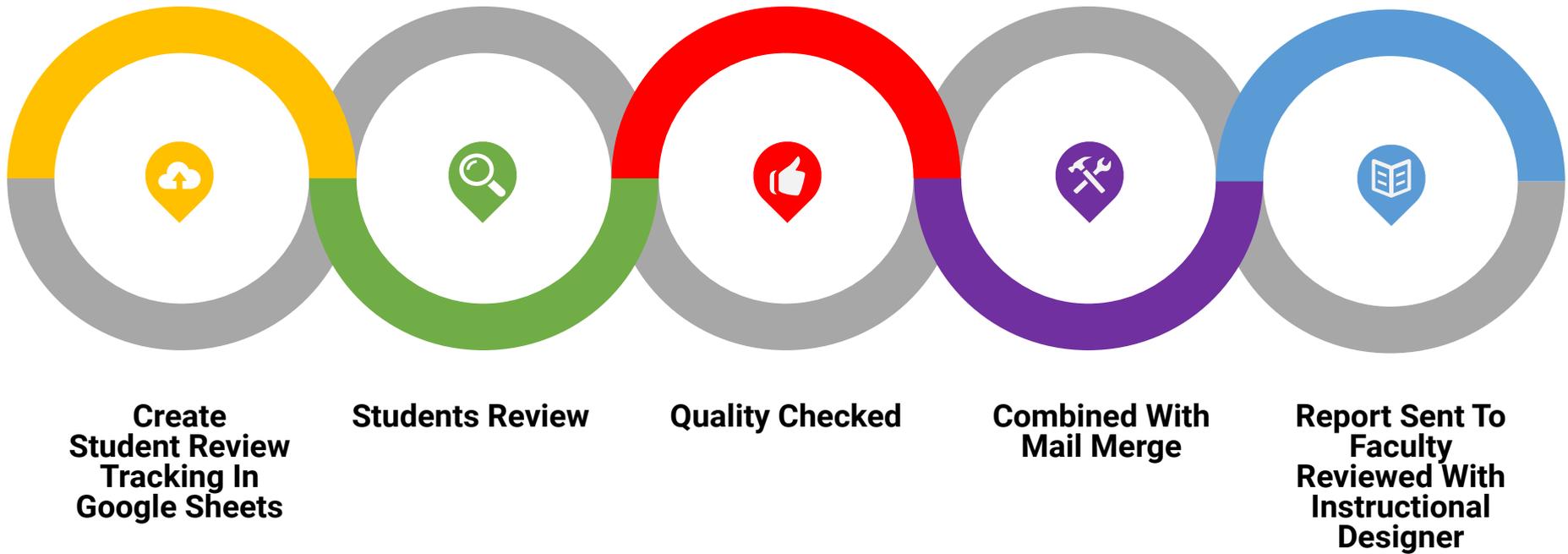
1.1	X	X	X	X	X	7.1	X
1.2	X	3.2	X	X	X	7.2	8.2
1.3	2.3	X	4.3	5.3	6.3	7.3	X
1.4	2.4	X	X	5.4	X	7.4	X
1.5	X	X	X	X	6.5		X
1.6			4.6				
1.7							
1.8							
1.9							

## QM Rubric: 6<sup>th</sup> Edition 2017-Present

1.1	X	X	X	X	X	7.1	8.1
1.2	X	3.2	4.2	X	X	7.2	8.2
1.3	2.3	3.3	X	5.3	X	7.3	X
1.4	2.4	X	X	X	X	X	X
1.5	X	X	X				X
1.6							X
1.7							
X							
X							



# The Process



**\*\*Step by step directions are provided in the handouts folder.**



# Guiding the Students

1. Where was it located?
2. Is it clearly stated?
3. What made it clear? "What questions would you still have if you were in this course?"

Do you have any suggestion on how it could be improved?

If you could not find the item - where did you look?"



# Tracking Student Reviews

Link to course	Lisa Creates Spreadsheet	Link to the Student Review Spreadsheet	Student Name	Lance Final Approval Date							
		<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Instructions</a>	<a href="#">Pipefy</a>
<a href="#">HO 0110: Over the Counter and Herbal Medications. DEV</a>	8/28/2019	<a href="#">HO 0110 Student Review</a>	Done   LR	9/10/2019							
<a href="#">HIST 4433 - History of Energy. DEV</a>	9/13/2019	<a href="#">HIST 4433 Student Review</a>	Done   LR	Skip   LR	Done   LR	10/9/2019					
<a href="#">FSA 1101: Bldg Construct Fire Protect. DEV</a>	9/27/2019	<a href="#">FSA 1101 Student Review</a>	Done   LR	Done   LR	Skip   LR	Done   LR	Done   LR	Done   LR	Skip   LR	Done   LR	10/10/2019
<a href="#">CSD 3335 - Language Development and Disorders. DEV</a>	9/27/2019	<a href="#">CSD 3335 Student Review</a>	Done   LR	Done   LR	Skip   LR	Done   LR	10/17/2019				
<a href="#">NURS 8826: Approaches Scholarly Writing. DEV</a>	10/15/2019	<a href="#">NURS 8826 Student Review</a>	In Progress	In Progress		In progress	In progress	Ready for Review			
<a href="#">HCA 5560: Health Care Quality and Performance Improvement. DEV</a>	10/17/2019	<a href="#">HCA 5560 Student Review</a>									



# Student Review Worksheet

<a href="#">Tracking Sheet</a>		<b>COURSE LINK</b>	<b>Checklist</b> = needs all the items listed, generally in the syllabus or one specific location	<b>Holistic</b> = requires an exploration of the entire course		
QM SRS #	QM Standard	What to look for	Where was it located?	Is it clearly stated? What made it clear?	What questions would you still have if you were in this course? Do you have any suggestion on how it could be improved? If you could not find the item - where did you look?	
1.4 (a)	Course and institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	<b>CHECKLIST: [Late Work Policy]</b> • How is late work handled?				
1.4 (b)		<b>CHECKLIST: [Academic Integrity]</b> • Expectations of academic integrity. • Consequences of academic dishonesty. (This could be outsourced to the ISU Student Handbook.)				
1.4 (c)		<b>CHECKLIST: [Student Conduct]</b> • General student conduct information. For example: • Link to the ISU Student Handbook (and/or a departmental handbook)				
1.4 (d)		<b>HOLISTIC: [Other course policies]</b> • Are other policies stated clearly? • If required - descriptions about how the course will use...proctoring, Turnitin, other outside tools				
1.5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	<b>CHECKLIST:</b> • Required technology (hardware, software, tools). • Information on how to obtain any specialized equipment or software.				



# The Report

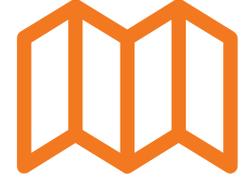


# Student Review Report

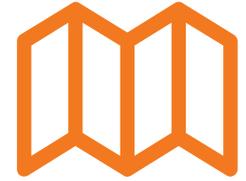
## QM Standard 3.2 (3 pts)

The course grading policy is clearly stated at the beginning of the course.

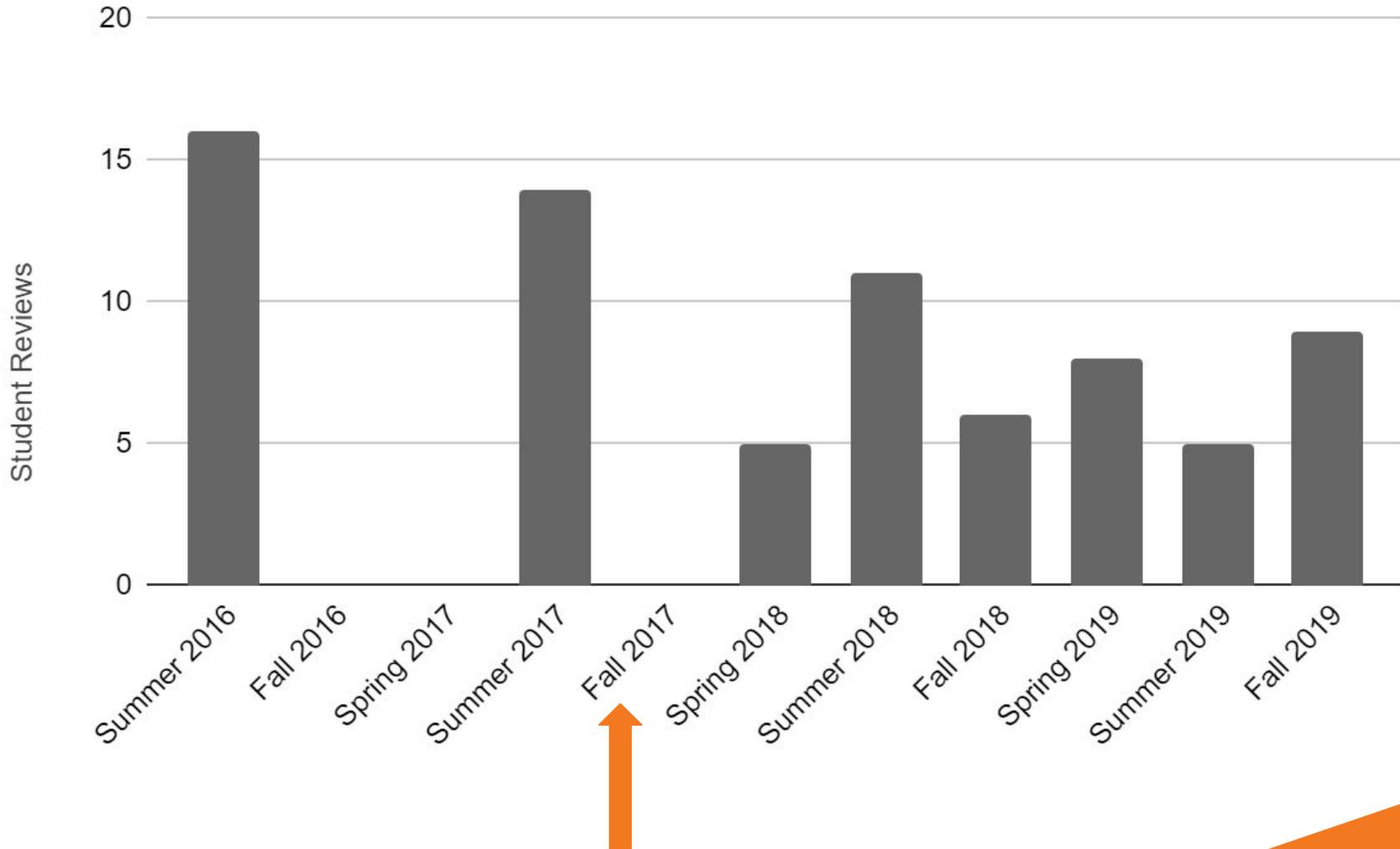
Where the information was located:	What made it clear:	Do you have any suggestions on how it could be improved? / If you could not find the item - where did you look?
Course Overview and Syllabus	The grading scheme is clearly stated along with the conversion chart from percentages to letters.	-
In the Moodle Book and the syllabus PDF	In both the syllabus PDF and the Moodle Book there's a grading breakdown with shows how many points each assignment is worth and how many points from those assignments go toward the overall grade. In the Moodle Book, there is a letter grade distribution. I like that there is information about the checkboxes and completion progress blocks and what they look like on Moodle.	-
In the "Course Overview & Syllabus" book resource on the "Grading Breakdown" page.	A clear description of the overall point distribution and final letter grade distributions based on percentages are given within the syllabus at the beginning of the course. Bolded section headers made it very clear.	I was unable to find a section regarding final letter grade distributions based on percentages in the downloadable PDF version of the syllabus. I would recommend adding this to the "Grading Breakdown" section in the syllabus.
In the "Grading Breakdown" section of the syllabus	Grading Overview and Final Letter Grade Distribution are clearly labeled and explained.	It could be helpful to include the Final Letter Grade Distribution in the downloadable PDF of the syllabus.

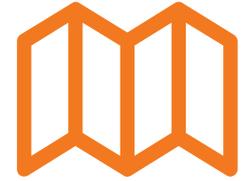


# Impacts?



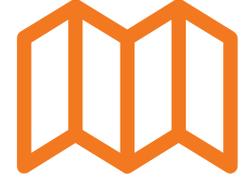
## Student Reviews per Term (Total = 74)





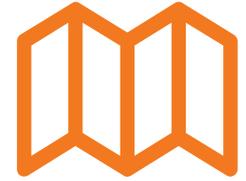
# Faculty Responses

- Faculty express appreciation to the students
- Motivates Faculty to continue with the Quality+ Program



# Student Workers

- Realize they are making an impact
- Move outside their own perspectives when helping other faculty



# Syllabus Improvements

- Motivated us to create a syllabus template
- Reached out to the Library for Digital Literacy
  - LibGuide Created (SRS 1.6)
- More references to available counseling services
- Disability Services information is being updated (moved in 2010)



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# Thoughts on how to train the students better?

**ROAR**



# Suggestions for Training

## SRS 8.1

Course design facilitates ease of use.

## SRS 8.2

The course design facilitates readability

## SRS 2.4

The relationship between learning objectives or competencies and learning activities is clearly stated

## SRS 4.2

The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.



# Questions?



# Handout Information



[bit.ly/kidder2019](https://bit.ly/kidder2019)

## Google Folder

- Presentation Slides
- Step-by-step directions
- Zipped folder for mail merge
  - Excel template
  - Word Report template
- Google Worksheets
  - Copy link: [Student Worksheet](#)
  - Copy link: [Tracking Reviews](#)